

AIB		Blueprint for Maryland's Future Accountability & Implementation Board									
Legend											
		Start and/or end date included in Blueprint statute									
		Start and/or end date not included in Blueprint statute; dates in table are estimated based on Kirwan Commission final timeline									
Pillar 4	More Resources for Students Who Need Them										
4.1	Develop proxy for identifying students who need more resources to be successful										
	4.1.1	Include Medicaid data in Direct Certification of income eligibility data as a proxy for eligibility for free- and reduced-price meals (FRPM)									
	4.1.1(a)	MSDE submits interim report to the General Assembly and the AIB that includes the fiscal year for which Medicaid data can be incorporated into the Direct Certification of students eligible for the compensatory education program on or before 11/1/21									
	4.1.2	MSDE develops State alternative income eligibility form for compensatory education/Concentration of Poverty grant (CPG) programs									
	4.1.2(a)	MSDE submits interim report to the General Assembly and the AIB that includes the plan for developing and using the State alternative income eligibility form on or before 11/1/21									
	4.1.3	MSDE submits final report on incorporating neighborhood indicators of poverty to determine a school's eligibility for additional supports by 11/1/22									
	4.1.3(a)	Evaluate the American Community Survey data available to provide school district poverty estimates, as well as the Area Deprivation Index to rank neighborhoods by socioeconomic status									
	4.1.4	MSDE to collect the necessary data to implement the neighborhood indicators of poverty methodology recommended in 11/1/22 report									
4.2	Develop recommendations for improving the education of English learners (EL)										
	4.2.1	Establish a workgroup to collect student data and review instructional methods and services provided to English learners									
	4.2.1(a)	Workgroup shall collect data on the number and percent of EL students at each PK-12 school, the services available to them, and the accessibility of PK-12 teachers, administrators, and staff to EL students and their families									
	4.2.1(b)	Workgroup shall review methods of teaching and providing services to EL students in public PK-12 schools in the State									
	4.2.1(c)	Workgroup shall make recommendations on improving the education of EL students in PK-12 schools in the State, including addressing learning loss as a result of the COVID-19 pandemic									
	4.2.1(d)	The workgroup shall submit an interim report of its findings to the Governor and General Assembly on or before 12/1/21									
	4.2.2	EL workgroup submits a final report with its findings and recommendations, including addressing learning loss resulting from the COVID-19 pandemic									
4.3	Increase per pupil funding for special education students and English learners										
	4.3.1	Increase per pupil funding for special education students									
	4.3.1(a)	Special education per pupil amount increases annually between FY22-32 and remains at 146% of the target per pupil foundation amount from FY33 and thereafter									
	4.3.1(b)	Schools shall use special education per pupil amounts to provide services required by a student's IEP or 504 plan									
	4.3.1(c)	MSBE shall monitor how additional special education funding is being used, including the aggregate number of children receiving special education services and the supports provided to them through this funding									
	4.3.2	Increase per pupil funding for English learners									
	4.3.2(a)	English learner per pupil amount increases to include funding for EL family coordinators and remains at 85% of the target per pupil foundation amount from FY33 and thereafter									
4.4	Fund community school programs for schools with a high concentration of students living in poverty										
	4.4.1	Personnel grants awarded to schools where at least 55% of students are eligible for FRPM for a community school coordinator and healthcare coverage									
	4.4.1(a)	LEAs that have more than 40 eligible schools may expend no more than 50% of the funds distributed by the State, provided that a plan is developed in consultation with eligible schools that meets staffing and spending requirements specified in the Blueprint and is submitted to the AIB									
	4.4.1(b)	Health care coverage shall be provided by a licensed physician, physician's assistant, or registered nurse									
	4.4.1(c)	Eligible schools may only use excess personnel grant funds for providing wraparound services to students, completing needs assessments, and providing programming to meet certain COMAR requirements									
	4.4.2	Community school coordinators conduct school-level needs assessments in partnership with local entities/agencies									
	4.4.2(a)	The community school coordinator shall collaborate with the principal, a school health care practitioner, and a parent teacher organization or school council to complete the assessment									
	4.4.2(b)	The community school coordinator shall assess the physical, behavioral, and mental health needs/wraparound service needs of students and their families and communities									
	4.4.2(c)	The community school coordinator shall submit the needs assessment within one year of receiving a personnel grant to MSDE and the LEA									
	4.4.3	Provide per-pupil funding on a sliding scale for schools with a concentration of student poverty above 55%									
	4.4.3(a)	Schools shall use per-pupil funding to provide wraparound services, including extended learning time and healthcare/social services, and other programs and services identified in the needs assessment to students and their families									

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